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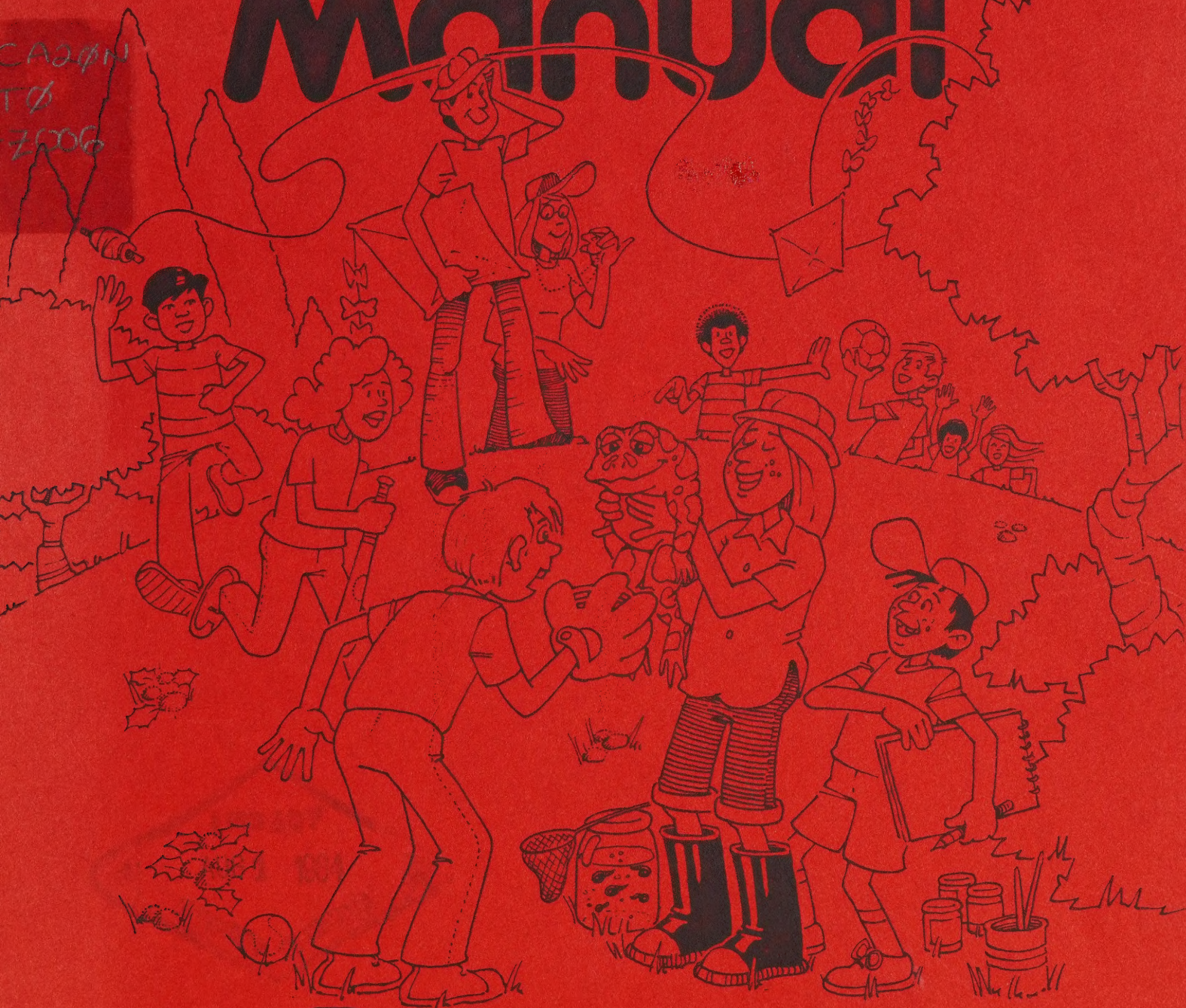
Day Camp Manual



Ontario

Ministry of
Tourism and
Recreation

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Program

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ACKNOWLEDGE- MENTS

The Day Camp Manual, as originally developed by a committee of the Ontario Camping Association, has served the camping community well. In order to continue to be a valuable resource, however, a publication must remain current. Discussions with Dorothy Walter of the Camping and Outdoor Education Services, Ministry of Tourism and Recreation, led to the decision that this publication needed to be revised.

As the initial contributor to the original manual, I know the task of revising the four sections has been an onerous one. I am pleased to have had an active group of contributors representing the Day Camp Committee of the Ontario Camping Association to review materials, share their knowledge and make major contributions to the content.

The group included:

Larry Bell, Camp Robin Hood, Chairman, Day Camp Committee
Marion Babcock, Camp Richildaca
Carol Cotton, YMCA Day Camps
David Ewart, Green Acres Day Camp
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David Morrison, Forest Valley Day Camp
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Martha Smith, Mooredale Day Camp
Laura Stinson, Forest Valley Day Camp
John Turner, Camp Richildaca.

All gave generously of their time and energy. I am grateful for their assistance in the developing of these revised manuals.

Bill Babcock
Camp Richildaca

TITLES IN THE DAY CAMP SERIES

1. Administration
2. Staff
3. Campers
4. Programs



TABLE OF CONTENTS

INTRODUCTION	5
THE PROGRAM IN A DAY CAMP	6
SPECIALTY PROGRAMS IN A DAY CAMP	11
1. Environmental Programs	
2. Campcraft	
3. Orienteering	
4. Archery	
5. Arts and Crafts	
6. Creative Drama	
7. Indian Lore	
8. Day Trips	
9. Music	
10. Games and Sports	
11. Hiking	
WATERFRONT PROGRAMS	26
SPECIAL PROGRAMS	33
1. Rainy Days	
2. Special Days	
3. Camp Wide Meetings	
4. Picnics	
5. Overdays	
6. Overnights	
7. Parental Visits	
FURTHER READING	37

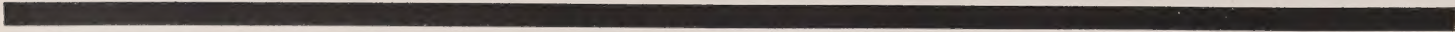


TABLE OF
CONTENTS

THE PROGRAM IN A NUTSHELL

SPECIALTY PROGRAMS IN A NUTSHELL

- 1. Environmental Programs
- 2. Fisheries
- 3. Coastal Zone
- 4. Air Quality
- 5. Land Use
- 6. Cultural Resources
- 7. Biological Resources
- 8. Historic Resources
- 9. Visual Resources
- 10. Cumulative Impacts
- 11. Other

WATERWAY PROGRAM

SPECIAL PROGRAMS

- 1. Air Quality
- 2. Biological Resources
- 3. Cultural Resources
- 4. Fisheries
- 5. Historic Resources
- 6. Land Use
- 7. Visual Resources

PROJECTS

INTRODUCTION

The day camp program is composed of a variety of planned activities. In the following pages you will find a number of different and exciting program ideas. These ideas have been gathered from a number of day camps in Ontario. Each individual reader can complement these ideas in his or her own way.

THE PROGRAM IN A DAY CAMP

Why Plan Programs?

- To provide for the needs of the individual camper
- To give yourself, as a leader, confidence and assistance
- To make the best of your talents
- To make the most effective use of space, equipment and time
- To include a variety of activities to meet a variety of interests
- To achieve a balance of the different types of activities
- To prevent repetition
- To create enthusiasm
- To know what special equipment you need
- To make better use of your equipment
- To help prevent accidents
- To set and achieve goals or objectives.

Factors to Consider in Planning a Program

- Camp aims and philosophy
- Age of campers
- Staff abilities
- Camper interests
- Length of program
- Facilities
- Number of campers in the camp and ratio of campers to staff
- Budget.

Essentials of Good Programming

Activities should flow. Sudden breaks or changes are disruptive and frustrating to youngsters. Time should be allowed to make comments, to clean up and to get into the mood for something else. Pressure of time, pressure of too many things to do in too short a time should be eliminated.

In addition, the program should have the following ingredients:

Variety is important and the program should include many different types of camp experiences. If a group shows interest in some specific aspect of the program, the counsellor should attempt, without infringing on other activities, to plan for it.

Creativity -- each project should be approached in such a way that all campers feel that they can make a valuable contribution.

Spontaneity -- To avoid conflicts the counsellor should have the opportunity to change a planned program at any time in order to meet the needs of the group. Affected individuals, specialists and section heads should be notified.

Enthusiasm -- Each activity should be approached enthusiastically by the staff as well as the campers for it to be successful.

Evaluation -- Each activity must be evaluated shortly after its completion.

Evaluating the Planned Program

When evaluating a program, the following questions should be asked.

Did it:

- fulfill the desire for fun, adventure?
- encourage initiative and creativity of both campers and staff?
- raise and develop interest?
- avoid physical dangers?
- make everyone participating feel important and part of the program?
- offer what has been advertised in the camp brochure?

Small Group Program

The population of the camp is divided into groups to facilitate the organization. Most often each group with its counsellor, plans for its own activities well in advance. In some cases the group may carry out the activity with no assistance and in others there may be specialists who work with groups to offer a wider range of knowledge.

Three methods for planning for a small group are:

- planned only by the director, program director, or section heads
- developed through consultation between these persons and other section heads, specialists and general staff as a whole
- planned by the counsellors for their own group (given time slots when certain activities will be available).

Advantages:

- A close group spirit can develop because campers and counsellors are together most of the time
- Activities done with children of the same age
- There is exposure to many activities
- Good rapport can develop among group members.

Disadvantages:

- Limited development of individual interests
- Limits camp acquaintances.

Individual Programs

Three methods of planning for individual programs are:

1. Have a child choose activities from a list made by the director.
2. Offer special activity periods.
3. Rotate through a series of activities.

This technique may be followed carte blanche for every day or on a partial basis. Caution must be exercised when determining whether or not to use this technique:

- poor program is a result of unqualified and poorly trained staff
- the safety factor dictates that only older campers be involved
- vast amounts of time and paper work are required prior to and during the entire summer
- provision must be made for adequate numbers of personnel to supervise at the changing of activities
- some campers have difficulty choosing activities to attend
- a system of guidance must be established.

PROGRAM STUDY CASES

Case Study A

The camp is located in the heart of Metro Toronto. We have very little open land available for us for outdoor activities. We use the parks in the area for such activities as baseball, soccer or games requiring space. We also make use of the city we live in, exploring it daily.

The camp has 92 campers, 15 staff and the director. The campers are divided into two main groups with further division in the second group. The co-educational campers range in age from 4 to 9 years. The 4 and 5 year olds totalling 28 are in one group with 5 counsellors. The 6 to 9 year olds are divided according to age and sex with a maximum of eight children per group. There are 8 groups in the 6 to 9 year old range with 1 counsellor per group.

The camp runs for four 2 week periods through July and August. The camp day is 10:00 a.m. to 4:00 p.m. 5 days a week with extended hours between 8:00 a.m. and 10:00 a.m. and 4:00 p.m. and 6:00 p.m. The day can be filled with a number of activities or outings which can take half a day or the whole day.

Activities that will occur during a 2 week session are arts and crafts, hikes (nature, city or bike), sports, visiting playgrounds, games with other groups, recreational swim which is at a set time daily.

The Camp Program

It is up to each counsellor to plan an appropriate program for the age group with which they are working, with as much input by the director as necessary. A balance of crafts and outings is necessary in the plan. The plan is drawn up and checked by the director prior to each camp period.

The following two week sample plan is shown to the director one week prior to it being put into operation. It is flexible -- depending on weather conditions and the mood of the group. It is the counsellor's responsibility for booking certain outings, e.g. the tour of the puppet centre, and must ensure all campers have appropriate personal equipment to take part in the program. Notices are sent home to the parents concerning the cookout lunch at Hanlan's Point and the bike hike. All trips around the city are reached by travelling on the public transit system or walking.

SAMPLE PROGRAM PLAN **Program Plan for 1 Camp Period (Two Weeks)** **Age Group: 8 Year Old Girls**

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
10:00 am to 10:20 am	Attendance Sing Song				
10:25 am to 11:40 am	What do you want to do at camp? Get acquainted games	All Day Trip to the Science Centre	Bike Hike	All Day Trip to High Park	Craft - use materials collected at High Park to make a mural
11:45 am to 12:30 pm	Recreational Swim				
12:35 pm to 4:00 pm	Lunch Craft Story Telling Home		Lunch Walking to Public Library to see Film		Lunch Baking Cookies at my home
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
10:00 am to 10:20	Attendance Sing Song				
10:25 to 11:40 am	All Day Trip by chartered bus to Bruce's Mill Conservation	New Games with 7 year old girls	All Day Trip to Hanlan's Point (lunch cookout)	Craft Lunch trip to the	Special Day theme - "pirates" Scavenger hunt using parks in the area
11:45 am to 12:30 pm	Area Recreational Swim			Puppet Centre (1:00 pm tour)	
12:35 pm to 4:00 pm	Home	Lunch Craft Nature Walk			Lunch Games Ghost Story

Case Study B

The camp has 100 campers. Campers are divided into groups according to age and sex. The 4 and 5 year olds have six campers with a counsellor at CIT. The 6 and 7 year olds have eight campers with two staff and the 8 to 12 year olds have ten campers with two staff.

The director schedules swimming, canoeing, crafts and archery. The counsellor is responsible for developing the rest of the program, suitable to the needs of the campers. The director checks the program prior to each camp period.

CASE STUDY B TYPICAL TWO WEEK PROGRAM — CAMP B

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Camp Tour &	Acclimatization	Ball Games - Spud, Dodge Ball, etc.	Find a Secret Spot	Play at the Forts
2	Get Acquainted Games	Swim	Archery	Parachute Games	Inuit Games & Stunts
3	New Games	Stream Walk	Camp Craft	Mini Olympics	Archery
4	Paper Bag Skits	Learn Indian Dance	Build Dam at Bouncy Bridge	Balloon Hunt	Make & Use Play Dough
5	Swim	Canoes	Crafts	Canoes	Swim
6	Lunch	Lunch	Monk's Lunch	Cook Out	Lunch
7	Hike to Indian Burial Grounds	Swim	Savenger Hunt	↓	Crafts
8	↓	Trail Blaze	Swim	Indian Legends	Write Newspaper Articles
9	Crafts	↓	Make Popsicles	Swim	Canoe
10	Archery	Hide & Seek Kick the Can	Kangaroo Court	Eat Popsicles	"Lie Fest"
	Monday	Tuesday	Wednesday	Thursday	Friday
1	Make Fishing Rods	Treasure Hunt	Micro Trails	Skit Practice	New Games
2	Swim	↓	Archery	Canoe	Tournament
3	Play Trivia	Quiet Games	Blind Man's Walk to Canoe Pond	Garbage Hunt	↓
4	Go Fishing	Crafts	Canoe	Swim	↓
5	Canoe	Pick Raspberries	Hike to Picnic Area and	Cook Out	↓
6	Lunch	Lunch at Secret Spot	Lunch and Games	↓	Lunch (Cook Out)
7	Swim	Make Kites	Gum Bubble Blowing Contest	Onion Hunt	↓
8	Newspaper	Swim	Fly Kites	Relay Games	Clean up Campsite Lost & Found
9	New Games	Hike to K.M.S.	Swim	Crafts	Swim
10	Sing Song	↓	Camp Craft	Archery	Get Autographs

(Parent's Night)

Case Study C

The camp is divided into four sections of approximately 150 campers in each section. The youngest group (3-4 year olds) has a ratio of one staff to five campers and the other three groups (5-6, 7-8, 9-12 years of age) have a ratio of one staff to five and one staff to ten campers.

Each day is divided into eight periods. Two periods are devoted to swimming, one to lunch and a number to specialty and counsellor designed (CIP) periods. Depending on the age group, each camper will attend every specialty period at least once per week.

SAMPLE THEME WEEK SCHEDULE

Theme Week:	Sesame Street	Age 5 - 6 Years	Number of Children:	Approx. 150	
1982	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period #1 9:50 - 10:30	Arts and Crafts Specialty	C.I.P. Choose or Design a Sesame Street Poem and Practice It.	C.I.P. Hike (May Choose to Hunt for Sesame Street Characters)	Pottery Specialty	Drama Specialty
Period #2 10:35 - 11:15	Instructional Swim				
Period #3 11:20 - 12:00	C.I.P. Period Choose a Sesame Street Character to Represent and Make Name Tags	Archery		C.I.P. Make Paper Accessory Costumes to Represent Your Character	C.I.P. Get Dressed in Your Costumes and do a Final Practice of Your Poem
Period #4 12:10 - 12:50	Lunch				
Period #5 12:55 - 1:35	C.I.P. Period Quiet Games in Unit Area	C.I.P. Quiet Games on Lower Field	Nature Specialty	C.I.P. Quiet Games on Treehouse Field	Arts and Crafts Specialty
Period #6 1:40 - 2:20	Free Swim				
Period #7 2:25 - 3:05	Music Specialty	C.I.P. Make A Banner Signifying Your Sesame Street Group	C.I.P. Active Games at Baseball Diamond	Sports Specialty	Visit from "Big Bird" or Other Characters. Each Cabin Group in Unit Stands Up, Parades in their Costumes and Recites their Poems.
Period #8 3:10 - 3:50	C.I.P. T-Ball and Modified Baseball Games at Baseball Diamond	C.I.P. Ball Games on Basketball Court	C.I.P. Scavenger Hunt	C.I.P. Sesame Street and Misc. Stories	Story by Big Bird Closing Songs

* C.I.P. Denotes Counsellor Initiative Period

SPECIAL DAY WEEK SCHEDULE

Theme Week:	Return of the Jedi	Age 8 - 12 Years	Number of Children:	Over 100	Special Day
1982	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period #1 9:50 - 10:30	Arts & Crafts Specialty Make Paper Mache Lasers	C.I.P. - Discuss the Week. Assume Roles of Different Characters and Act Out Situations. Use Music and Natural Area If Available	C.I.P. Finish Lasers	Pottery Specialty Make Jedi Badges Out of Self-Hardening Clay	Drama Specialty Movement Activities to Return of the Jedi & Star Wars Music - Charades
Period #2 10:35 - 11:15	Instructional Swim				
Period #3 11:20 - 12:00	C.I.P. - Choose a Character from Return of the Jedi to Represent Your Group. Discuss the upcoming Week.	Archery	C.I.P. - Make an Initial Hike to Choose a Rebel Base and Collect Nature Items to Distinguish Base in Preparation of Trip with Nature Staff Pd. 5	C.I.P.-Laser & Jedi Training Periods at Your Rebel Base	Mass Meeting of all Participants. "Break" and Intro of Special Day with use of Characters
Period #4 12:10 - 12:50	Lunch				
Period #5 12:55 - 1:35	C.I.P. Arts & Crafts - Making Badges Denoting Your Group's Character	C.I.P. Commando Course Training	Nature Specialty Hiking - Find an Area and Make it Your Rebel Base	C.I.P. Storytelling Associated with Return of the Jedi	Start of the Search to Save Luke by Finding his Light Saber 1. Colour hunt to map to begin scavenger hunt. 2. Water Activities

SPECIALTY PROGRAMS IN A DAY CAMP

1. Environmental Programs
2. Campcraft
3. Orienteering
4. Archery
5. Arts and Crafts
6. Creative Drama
7. Indian Lore
8. Day Trips
9. Music
10. Games and Sports
11. Hiking

These programs may be run by the group counsellor or by a specially trained individual.

ENVIRONMENTAL PROGRAMS

When we think of "environmental programs" a variety of catch phrases such as nature lore, conservation practices, acclimatization, ecology, sensory awareness, naming things and appreciation of nature come to mind. It is important to be familiar with several approaches to Environmental Education so that you can develop an approach with which you will be comfortable. The program for your camp will develop from your philosophy with a variety of supporting activities.

The following are two concepts.

Acclimatization

"Acclimatization is a program which helps people of all ages build a sense of relationship — through both feelings and understanding — with the natural world." Steven Van Matre has developed one approach called "earth education". He believes that people should be turned on to the natural world. To achieve this goal, four components are emphasized: sharpening senses, building concepts, providing opportunities for solitude and emphasizing the mechanics of learning. All components are held together with "magic". In acclimatization, the focus is not upon identification. Van Matre has written several books outlining his philosophy which includes many creative activities for all to enjoy.

Environmental Education

Environmental Education concentrates on learning how the environment works. It uses experience based on learning through direct contact with the environment. The sense are used a great deal in the activities. The interdependence of man and the environment is stressed. It is hoped that with increased environmental awareness, lifestyle changes will occur in favour of ecology.

Before you start:

- a) Develop basic philosophy and basic goals for your environmental program.
- b) Gather some equipment:
 - hand lenses 5x
 - resource books
 - plastic bottles
 - glass jars with lids
 - egg cartons
 - paper bags
 - screens
 - nylon stockings
 - clothes hangers
 - yarn, string
 - pencils, paper
 - measuring tape
- c) Develop an investigative attitude. We tend to forget about something, once we have named it. Investigation leads to a more thorough understanding.
- d) Remember that developing an appreciation of the natural world can lead to lifelong interests, values and attitudes. Be aware of what your campers are learning.
- e) Never destroy living things. If you are collecting, use dead leaves or twigs found on the ground. Respect insects and animals. If you are observing a frog, return it to nature after a short time.
- f) Each camp should establish its own ecological principles.

Some Environmental Program Ideas

- Make a "ground parfait" and other recipes
- Have a pet rock or tree
- Hug a tree
- Make a fuzzy weed mouse
- Make mulch
- Start a compost pile or container
- Do nature rubbings
- Dry or press flowers
- Make silhouettes by sunlight
- Make a sundial
- Watch clouds
- Star gaze
- Make a chart of bugs that you see
- Observe ants, grasshoppers
- Fly a kite
- Compare life which is found in different habitats
- Make a closed ecosystem
- Go on a hike using your senses.

CAMPCRAFT

Acquired campcraft skills enable one to become comfortable in an outdoor camping situation. Campcraft skills include those necessary to look after oneself in the woods, such as learning how to lay fires or use cooking stoves, cooking outdoors, building shelters and being able to cope with emergency or survival situations. Campers should learn and practise respect for the environment.

The emphasis in camping circles currently tends toward 'no trace' camping. In order to preserve camping areas in Ontario, it has been established that the camper should:

- pack out what he takes, especially garbage;
- avoid food packed in bottles or tins;
- use cooking stoves instead of wood since stoves leave no fire scar and their use allows trees to survive;
- use biodegradable soap;
- practise proper disposal of wastes.

At a day camp, overnights and lunchtime cookouts give campers and staff an opportunity to practise campcraft skills.

Campcraft skills can be taught in a formal program with awards or as an integral part of the program each day at camp.

Presented below is a graded program of campcraft skills and awards developed by one camp.

Level 'A'
Campcrafter

What to do: (any 10 items)

1. Know places which are safe for an outdoor fire. ____
2. Understand the meaning of tinder, kindling and fuel. Collect different examples of each and sort according to their size. ____
3. Understand the difference between dry, green, rotten and dead wood. ____
4. Know the safety rules for a fire and the precautions used when building one. ____
5. Know how to put out a fire properly. ____
6. Understand what is meant by a one pot meal. ____
7. Toast a slice of bread over the coals. ____
8. Learn to tie a square knot and know why and when to use it. ____
9. Know what to do for a burn or a cut. ____
10. Help to clean up after a cookout. Understand how this is related to health and safety. ____
11. Learn something about a bird, tree, flower and animal. Observe each item. ____
12. Learn about conservation. What does it mean? Go around camp and find good examples of conservation. Find ways you could help conservation around camp. ____
13. Show you know three rules of good outdoor citizenship for the camp and when on hikes. ____
14. Help plan a hike. Know the equipment needed and the rules of the road. ____
15. Learn about the compass and how to use it. Find North and the other directions. ____

Leader's Signature

Date

Level "B"
Pioneer

What to do: (any 10 items)

1. Light two different types of fires and keep each going for at least three minutes. Try to light each fire with one match. Know which type of fire is best for different kinds of cooking and so on. ____
2. Cook something with a buddy burner. ____
3. Help to make a proper wood pile. Know how to care for the wood properly. Pick a good location and provide the wood with protection. ____
4. Learn two methods of lashing. ____
5. Learn how to use the clove hitch. ____
6. Using knots or lashing, make something for your campsite that will be useful. ____
7. Be able to use a compass. ____
8. Go on a hike and show good hiking practices. ____
9. Show you know at least three points of conservation. Do something to help with conservation. ____
10. Know how to dispose of garbage paper and liquids properly. Know how to construct a grease pit or water drain. ____
11. Organize a good system for washing the dishes. ____
12. Know what equipment is needed for a real overnight and why this specific equipment is necessary. ____
13. Continue to observe nature and add what you learn to your present records. ____

Leader's Signature

Date

Level "C"
Woodcrafter

What to do: (any 10 items)

1. Build a fire with wet wood or on a rainy day. ____
Know where to get the driest wood from and the methods for starting the fire under such conditions. ____
2. Know methods of cold storage. Use one of these methods effectively. ____
3. Cook your own meal by a number of different ways. ____
4. Know how to care properly for a knife, hatchet and saw. Know how to carry each, how to hand each to someone, how to store each item. ____
5. Use a jack knife properly to make a fuzz stick. ____
6. Learn two more different knots and use them effectively. ____
7. Practice and improve your lashing. Learn more about it and make something for your campsite. ____
8. Learn to pitch a tent. Know the meaning of words such as guy line, (words related to tents). ____
9. Know the proper care for sprains, fainting, blisters and sunburn. ____
10. Take complete charge of clean-up. ____
11. Read a map and use it on a hike. Find the directions using map and compass. Try to go in the right direction without the compass; follow the sun, stars, sketched map. Sketch you own map of an area. ____
12. Continue your nature observations. ____
13. Learn to play nature games. Try to make up some of your own. ____
14. Go on an overnight and show that you are a good all around camper. ____

Leader's Signature

Date

Level "D"
Frontiersman

What to do: (any 10 items)

1. Know how to use all types of fires and know the purpose for all of them. _____
2. Make a meal or part of a meal from the environment around you. This is called Edible Wilds. _____
3. Learn to use a hatchet properly Use it to make something for the campsite. _____
4. Chop through a two inch log for the woodpile. Learn to split wood safely. _____
5. Try to use the axe to chop wood for a cookout. _____
6. Try to make something with the knots you have learned (i.e. a belt). Try to whip a rope. Learn one more new knot. _____
7. Learn to make an overnight campsite. Sleep there for one night. _____
8. Discuss and outline the procedure and thought behind construction of a permanent campsite. Pick a site and indicate where and how you would set things up in the most efficient and effective way. _____
9. Learn about predicting weather and try to do it. _____
10. Plan and carry out a project such as starting an insect collection, a knot display, a rock and mineral collection, a weather station, etc. _____
11. Go on a long hike. Try to follow a trail (Trail Blazing) and get back within a certain time. _____

Leader's Signature

Date

ORIENTEERING

Orienteering is a sport which requires the individual to use a map and compass to find his or her way accurately from point to point in unfamiliar terrain. Time may or may not be a factor.

Orienteering has three main components: a map, a control (something to find), and something to prove that you found the control. The map is essential to orienteering. The map can be as simple as a sketch map, or as detailed as a three coloured map with international symbols. The controls are usually three-dimensional, visible from all sides and coloured orange and white. Once the control has been found, the participant records the code from the control onto a card which is carried.

Orienteering can be purely recreational or highly competitive. It involves physical and mental activity. It is usually held outdoors and can lead to the development of survival skills.

Participants should start with a familiar, restricted area. Campers should develop skill in creating a map legend, reading a map, keeping the map "oriented", knowing where they are on the map, and making routine choices. As campers become more skilled, the compass and its use is introduced, the map becomes more detailed and the terrain becomes larger and less familiar.

There are several other types of orienteering courses; scatter, project, score and line. There are also a number of compass games such as circle and line.

ARCHERY

Archery is one of man's most ancient tools and most modern sports which few children have the opportunity to experience outside of the camp setting.

Archery is a truly healthy sport in which all can partake regardless of age. The camper who is only mediocre in many activities may find archery to be rewarding because it is one sport where the proto-type athlete is not necessarily the top archer. An archery program can be competitive or non-competitive according to the needs of the campers. Archery is also an inexpensive sport from the standpoint of dollars spent to numbers participating.

Depending on the size and needs of each camp, there may or may not be an archery specialist. Counsellors may teach archery to their campers quite effectively when necessary safety precautions are taken and staff are instructed in the proper methods of teaching the sport. All instructors should emphasize safety, as well as fun. Correct care and use of equipment is also essential and while instruction is aimed at proficiency, the main emphasis of fun should always be present.

The archery range should be attractive, as well as safe. It should be situated in an area which is protected from passersby, while in close proximity to some type of storage facility. It is also important that the shooting line be shaded, otherwise children will be unable to see properly and will get overly warm while participating.

To ensure a successful archery program, try the following tips:

- Vary the type of shooting from day to day, so that every day has its own surprise and offers a new challenge.
- Novelty and field shoots are ideal for overcoming monotony. In novelty shoots you can use paper plates, each plate with a different score. Have the campers design novelty targets, leaf shoots, or checkerboard shoots. In field shoots you can vary position, distance, number of arrows and style of shooting (standing, sitting, kneeling, trick).
- Depending on the camp philosophy, it may be appropriate to award campers with an award or badge of some sort for their achievements or participation.

Start would-be archers with a talk on safety, equipment use and its care. They must know where to stand and must learn to string a bow before shooting it. Explain why they must not snap the string without an arrow on it to absorb the energy. When this initial instruction is finished, then start the actual shooting. In order to avoid disappointment, stand the new archer close to the target, so that each arrow will find its mark. Teach the campers the correct use of a sight, then vary the distance they shoot from, depending on each camper's ability. This will help each camper to become a good archer from the very beginning and guard against frustration and loss of interest. Once the campers are ready, scoring could be practiced. This practice, however, should not be the basis of your program.

Equipment

- **Target and Stand:** For the sake of efficient scoring, life of arrows, safety and general appearance of the archery range, a regulation marsh grass or precision pak target should be used. These targets are placed upon a tripod stand. The targets and stands can be removed and stored against rain to extend their life, and save on equipment costs. Baled straw or hay, when a well constructed frame-work is used, can prove feasible, but often becomes soft, allowing pass-throughs before the end of the camping season.
- **Faces:** Purchase full size faces for your target and also smaller ones for variety.
- **Backstops:** A new nylon mesh curtain known as arrowmesh has revolutionized indoor shooting. Since nylon is affected by ultraviolet rays, it will deteriorate after some time in direct sunlight. Some directors feel that it is still a worthwhile expenditure, as it saves arrows and eliminates time spent looking for lost arrows.
- **Bows:** For junior archers, 5 to 10 years old, a fiberglass bow, straight limb, approximately 54 inches long, pulling 15 or 20 lbs. For intermediate ages, 11 to 15 years, a fiberglass bow, straight limb, approximately 60 inches long, pulling weight 20 to 30 lbs. For more serious shooting, in a 16 year and over group, a full length adult fiberglass bow, approximately 64 inches long, pulling weight 28 to 40 lbs. is best. Recurved bows are attractive, but not necessary in a camp program. The weight, or pull on the bow, should be kept light. Good technique is developed only when the archer can control the bow.
- **Arrows:** A practice arrow, with plastic neck, target point, target size feathers and colour bands to distinguish the arrow when scoring is necessary. Arrows should be bought in 26 inch lengths. Broken arrows can be repaired, giving you a supply of short arrows. Too short an arrow is dangerous as the archer may over draw wedging the point behind the bow. When the string is released, the arrow breaks, and this may result in personal injury.
- **Armguards, gloves, shooting tabs, bow strings:** It is only logical there should be sufficient guards, gloves, etc., to take care of the maximum number of bows being used at one time. Additional accessories greatly speed the process of instruction. A bow is only usable when the correct length of bow string is on hand. There should be extra strings on hand at all times, as well as necks, feathers and jigs for applying the same. Keep the equipment in good condition.

ARTS AND CRAFTS

The aim of any arts and crafts program is to promote self-confidence and self-respect through the satisfaction that comes with individual creativity. The day camp arts and crafts program is designed to meet these aims by providing the campers with unique arts and crafts experience with the aid of specialized assistance. Many camps run this program.

The ideal arts and crafts instructor should have the mental flexibility that permits seeing and appreciating things under new and unique conditions. The instructor's experience should be such that they are able to modify ideas to suit different age groups and are able to improvise ideas.

Respect for the individual's ideas is of critical importance, as is recognition of each child's effort, regardless of the finished product.

The type of arts and crafts program offered will depend on the arts and crafts budget, the number of instructors, counsellors and campers, the facilities, length of periods, amount of time available for preparation and the camp philosophy on appropriate types of arts and crafts. Hundreds of thousands of ideas are available through books, so the number of arts and crafts ideas for any camp are practically endless. Crafts alone offer an enormous number of activities, as do simple art activities such as pottery, painting, crayoning, chalk, printing, sculpture, stencil and textile ideas.

It should be noted, however, that pottery may be included as part of the arts and crafts program or it may be a program on its own. The factors which govern this decision are identical to those for determining the type of arts and crafts program. Pottery provides a unique program which appeals to all ages and offers an exciting medium in which a child can gain self-confidence and respect through his or her creativity.

Beyond modelling, tile making, pots and animals, campers can learn to make their own clay, use a wheel and glaze. More innovative pottery programs include making slab initials, pins, windchimes, and puppets.

Depending on the limits of the program, one might experiment with self-hardening modelling clay, if only for the younger campers. Self-hardening modelling clay increases the number of successful "take home pieces" a young child obtains by eliminating the chance of breakage between firings and glazes. Campers also enjoy the added experience of decorating the self-hardening clay with feathers, sequins, beads, macaroni and nature items.

Useful supplies for general counsellor run arts and crafts periods and/or as a basis of a specialty arts and crafts programs include:

Construction Paper	Glue
Manilla Paper	Staplers (& staples)
Newsprint	Rulers
Tissue Paper	Elastic Bands
Paper Plates	Erasers
Crepe Paper	Thumb Tacks
36" Brown Paper	Paper Bags
Crayons	Straws
Paint	Needles & Thread
Paint Brushes	Shellac
Magic Markers	Paper Clips
Wallpaper Paste	Safety Pins
Plaster of Paris	Straight Pins
Scotch Tape	Cups
Masking Tape	Paper Fasteners
String	Newspapers
Scissors	Magazines
Sandpaper	

It is also a good idea to encourage staff to bring in items such as empty boxes, wool and material scraps, toilet paper rolls, "beautiful junk".

CREATIVE DRAMA

The aim of creative drama is to develop children's ability to use their imagination while promoting positive social skills through creative situations. Creative drama also encourages children to be confident in expressing themselves while minimizing tendencies to feel shy and self-conscious.

A creative drama instructor should be an enthusiastic and outgoing individual who thinks creatively and is sensitive to the needs and feelings of each child.

A creative drama program may consist of any activity which allows children to extend their imaginations to explore imaginary happenings or concrete objects in new and unique ways. Common classifications of drama activities include imaginative play, dramatizations, improvization and charades. Imaginative play may take the campers on far away expeditions, hot air balloon trips, parachuting, mountain climbing, escaping from a giant's castle or crawling out of quicksand. Dramatizations may have the campers portraying plants growing, different animals walking, soldiers marching or rockets blasting off into space. Improvization may lead the campers to create their own commercials and skits with or without the use of props. Any drama program may acquire props by using everyday objects from within the camp or items which can be brought in by staff and campers. Clothing, blankets, empty food boxes, books, pictures, sports equipment, tables and chairs are just some of the useful items worth collecting.

The use of music is also an important element in any drama program. Most children enjoy music as it provides a stimulus for their movements and ideas. Musical instruments are also particularly useful in creating a mood or starting and stopping movement activities.

In any drama program, discussions are important as they set the mood for each activity.

Sample questions: Where are you? What do you see now? Why are you here? Who is with you? How do you feel? Discussions centering on emotions and the many ways of expressing them would also lead into drama activities.

Activities for working alone:

- snowball fights
- throwing a football -- slow motion, quickly or any sport
- working a machine -- hands and feet
- burglars creeping through a bank
- painting a huge billboard
- pulling a boat out of the water
- walking a tightrope
- making a pattern in sand with feet
- walking along a cliff
- delivering newspapers.

Activities for working in pairs or small groups:

- washing an elephant
- a scientist controlling a robot
- a photographer posing a model
- sword fights (imaginary) without touching
- different acts in the circus
- commercials you have seen on TV
- rescue a friend from sinking sand
- policeman directing traffic and person who wants to cross the street
- mirrors -- "A" the mirror does what "B" the person does
- sculptor sculpts a lump of clay into a witch, a muscle man, gorilla, etc.
- make the shape and sound of things -- washing machine, toaster, electric tooth brush.

The success of any drama program rests with the instructor and counsellors. If they are enthusiastic and willing to participate in the program, then the children will also enjoy the experience.

INDIAN LORE

The aim of an Indian Lore program could be to present a program of dances, crafts, and legends that are educational and fun. The program could provide the camper with a better understanding of the North American Indians, both in a historic sense and for present day issues. Hopefully, biases and misinformation can be decreased and multiculturalism promoted. Campers could acquire skills in crafts and dance and develop an appreciation of the Indian way of life.

Indian Lore Program Ideas:

- identify misconceptions and clarify same
- the drum -- its use, how to make one
- fire -- its meaning; starting one using a bowdrill and tinder
- legend -- story-telling, drama
- clothing of various tribes -- make costumes
- foods -- drying foods, corn grinding
- use of plants and natural resources
- women's work; men's work
- dances -- Fire Dance, Rain Dance, Eagle Dance
- feasts and ceremonies -- Peacepipe, Challenges, Campfires
- games -- bone game, lacrosse, stone game.

DAY TRIPS

Trips can be all day or half-day outings. There are various modes of transportation available to the camp group when going on an outing such as: public transit, chartered bus or walking.

Before going on an outing, it is necessary to do some planning:

- obtain parent permission
- consider distance and time
- know how to get to destination
- establish safety procedures
- name tags should be available with the camp name and phone number
- discuss with group where they are going and how they are getting there and back to camp
- discuss behaviour and rules when travelling
- carry attendance sheet of your group with you
- have money for emergency phone call
- check medical concerns of the children on the outing before they leave
- take a first aid kit.

Day Trip Possibilities:

- Conservation Areas and Parks
- Exchange with other camp for a day
- Art Gallery
- Museum
- Major attractions
- Zoos
- City Hall Tours
- Historic and Cultural and natural sites
- Special exhibits
- Planetarium
- Public Libraries
- Government Agencies -- police, fire and post office
- Farms
- Commercial establishments
- Sports events.

MUSIC

A music program is an important element in any camp setting, as it gives the campers an opportunity to experience the musical world as an integral part of their camp life. For some children, music in the camp setting will be a new and certainly exciting aspect of camp. For those returning to camp, music is associated with friendship and fun, feelings which encourage children to carry their musical knowledge into areas other than camp.

A well planned music program should aim to develop feelings of self-confidence, self-respect and accomplishment through the manipulation of one's voice and exploration of musical instruments and their use. These aims can be realized through a well planned program, as well as through individual group programs.

A music program commonly involves singing new and old songs, with or without actions and at times with a guitar accompaniment or the use of a tape recorder or record player. Traditional camp songs and more recent material from books or children's records are always popular.

The specialty music program would be a worthy investment if all campers were given the opportunity to sing new songs with a special instructor using musical instruments. Books, tapes and records are always available through the local libraries or perhaps in camp itself. Games such as "name that tune" while learning to whistle, hum or just carry a tune, and musical bingo are two ideas the campers can design. Forming a choir is also a possibility. Campers could sing their favourite songs or compose new ones. Depending on the budget, arrangements can be made to rent out a few orchestra instruments for study and use.

Children have a natural enthusiasm for music and with proper encouragement, it can lead them into composing their own songs, and also using a variety of instruments. Songs may also lead the campers into forming a play, thereby incorporating other programs such as drama, dance and arts and crafts into the music program.

GAMES

At day camp, we spend a considerable amount of time playing games with the campers. There are games for all purposes; quiet games, mixers, circle games, wide games, cooperative games. New games, Indian games, Inuit games, nature games and sports. You may play games that are cooperative or are competitive. You may play with one person or with a hundred.

Things to consider:

- Purpose -- why are we playing?
- Age of campers
- Number of participants
- Equipment needs
- Total participation
- Area to be played in -- is it safe? size and terrain.

Playing a game:

- Know how to play the game
- Know the rules
- Have all necessary equipment ready
- Insist upon total attention of the participants
- Keep the rules simple
- Demonstration will help clarify how the game is played
- Timing -- stop the game while the interest is high, before interest begins to lag.

Types of games:

- **New Games** -- This is an approach to play in which the player becomes the most important component of the game. The motto of New Games is "Play Hard, Play Fair, Nobody Hurt". In New Games there is total participation, lots of fun, and challenge.

- **Cooperative Games** -- These games are based on the concept of cooperation, not competition. Cooperative games are versatile, and can be played indoors and out, by campers of all ages.
- **Inuit Games** -- Although the Inuit have changed their life-style over the past 40 years, the games they play remain the same. The Inuit play to win; but often are challenged and try again. In many games, your opponent is yourself. Most games require little equipment.
- **Initiative Games, Group Dynamics** -- During initiative games, a group of people are given a task which will require everyone's involvement, some decision making, along with mental, social and physical skills. The leader does not provide solutions, but does set the stage and monitor safety. These tasks develop interpersonal relations, cooperation, participation, communication skills, ability to cope with success and failure, and leadership skills.
- **Quiet Games** -- Quiet games are great to play on a rainy day; to calm your group or even on the bus. Examples include:
 - story telling
 - categories
 - pulse
 - lie fest
 - Kim's game
 - broken telephone
 - charades
 - indoor olympics
 - playdough.
- **Wide Games** -- These games are usually played over a large area of the camp property. Often 20 to 80 campers re involved. Games include:
 - Capture the Flag
 - Message to Garcia
 - Treasure Hunt
 - Onion Hunt
 - Pioneers and Indians
 - Scavenger Hunt
 - Olympics.

HIKING

There is nothing more challenging or exhilarating than walking down a country road, across a farmer's field, or along an abandoned road allowance. The hike may be taken with an objective in mind or just for the fun of being outdoors. Hiking may be a new experience for your day campers, since they usually are transported everywhere by car. An enthusiastic approach is essential to arouse the interest of the group.

Essential Planning

- Discuss the hike with your group, what to take, purpose of the hike, what to wear.
- Get permission from director.
- Have the counsellor draw a sketch of the route of the hike, to be kept on file with a proposed time of departure and return.
- Make a list of all those going on the hike.
- Gather equipment such as:
 - compass and map of area to be encountered
 - first aid equipment
 - food, canteens, cooking equipment, if appropriate

- . make sure each camper has proper attire, hat sweater, comfortable shoes and socks
- . take an assortment of small knapsacks for the camper's lunches
- . take along the camp phone number with enough money to phone back to camp
- Before departure, leave time for a drink of water, going to the toilet and distributing equipment.

Rules of the Hike

- Two counsellors go on each hike with one at the head of the group and one at the rear.
- Walk at the left side of the roadways single file facing the traffic.
- Do not stop for a swim enroute, unless permission is given beforehand.
- Light fires only with prior permission (property owner; director).
- Recognize poisonous plants and avoid same.
- Check for blisters. Use bandaid on any suspected areas.
- Watch for fatigue, encourage the group to rest at frequent intervals, rest at least a half hour after lunch.
- Carry attendance sheet of the group.
- Have money for emergency phone call.
- Carry camper health information and medications.

TYPES OF HIKES

Bike Hikes

- Bike hikes are great fun. Make sure the camper can ride his/her bike competently and have camper ride bike for you prior to the hike. Bike only as far as you can walk.

Rainy Day Hikes

- Try a hike in the rain. There is nothing worse than sitting around on a rainy day. Just be sure your campers have adequate waterproof footwear, and a rainproof coat.

Nature Hikes

- Nature hikes can be most stimulating, provided the counsellor has some knowledge of the terrain to be covered. It is a good idea to do a dry run with a knowledgeable person before taking campers. Be as excited about this sort of hike as you can. Your initial tone can generate enthusiasm or boredom.

Historical Hikes

- The history surrounding your particular camp area. Incorporate this information into the camp program and possibly use a site as the destination for a historical hike.

Bruce Trail Hikes

- The length of the trail from Niagara through to Tobermory offers a wide range of possible back packing hikes. The beauty of the scenery and, in certain areas, the feeling of being competely away from modern civilization, makes for an ideal survival experience. Be sure to check on available campsites, distance between sites, etc., before planning the actual trip.

Geology Hikes

- There are many areas that are suitable for geological studies. Look into the possibilities in your camp area.

Overnight Hikes

- It is not difficult to arrange with some nearby property owner or local park authority for the right to camp overnight. Be sure to find out the conditions for fires and cooking, also sources of wood for the fires. Water is essential, as are toilet facilities. This might be one way of easing the load on overnights -- by decentralization.

WATERFRONT PROGRAMS

SWIM PROGRAM

While it would be going too far to say that a swim program is absolutely essential, the fact is that the vast majority of day camps offer one. The reason is simply that many parents rely on day camps to teach their children, not only how to enjoy the water, but also how to be safe in and around it. A day camp which does not offer a swim program immediately loses these families as prospective clientele.

Analytically, the operation of a day camp swim program can be viewed in terms of two sets of concerns. First are the concerns related to the setting up and maintenance of a swim area. Second are those related specifically to program. While these two sets of concerns overlap in some areas, they nonetheless provide a convenient framework for the discussion of day camp swim programs generally.

The Swim Area

Whether the intention is to locate on a waterfront or to build one or more pools, the setting up of your swim area will likely involve a relatively large capital expenditure. Also, you will have to rely on the advice of a range of experts, including a lawyer to ensure zoning and by-law compliance, and a contractor to do the actual construction. Many camps avoid this sort of expenditure by using public facilities under permit or by leasing private facilities. It can be difficult, however, to find facilities well-suited to camp needs and secure use of the same at a reasonable cost.

Once established, the operation of your swim area will involve ongoing concerns under three major headings: Staffing, Procedures, and Maintenance.

Staffing

If your swim program is to operate in a safe and efficient manner, it will have to be staffed by competent and qualified personnel. Public health regulations across the province require that swimming facilities be supervised by lifeguards at least 17 years of age and certified to the Bronze Medallion level of lifesaving. Where a large area or more than one pool is concerned, several lifeguards may be required. Also, where the program is to include swim instruction, staff will have to be qualified in this area as well.

As in other areas of camp, the hiring of swim staff can begin as early as the end of the previous summer with the director making discreet inquiries as to who is interested in returning. It is common to see one experienced, and usually older person designated "head of swim" or "swim director". To this person may be delegated all or part of the day-to-day responsibilities in running the swim program, thus easing the overall load on the camp director. Because of the heightened concern for safety in the swim area, a good swim director will be someone who is conscientious and has strong leadership abilities. It can help in forming a cohesive group to have the swim director involved in the hiring of the other swim personnel.

Procedures

Getting the campers and staff in and out of the swim area in a safe and organized manner will require well thought out procedures. Among things to be considered are the following:

- Swimmers will require a place to change into their bathing suits and possibly to shower. Where a changeroom facility is to be used by consecutive groups, it will have to be arranged so as to avoid overcrowding or congestion at entrances and exits.
- To be able to account for every person in the swim area, you will need a system for getting everyone's attention and taking quick head counts. Most camps use the familiar "buddy system" whereby swimmers are paired up before entering the water. On the blast of one whistle, buddies immediately go the side or stand quietly with clasped hands in the air. They remain as such until given the signal to continue swimming (three whistles) or leave the water (two whistles).

- The buddy system can form the basis of your emergency procedure. But you will also require immediate access to a telephone and first aid kit in the swim area, as well as adequate lifesaving equipment. In most jurisdictions, these are required by law.
- As part of their training for certification, your swim staff will not doubt have learned how generally to cope with emergencies. It will be necessary, however, to apply that knowledge to the particular swim area. Procedures should be rehearsed regularly so that they remain fresh in everyone's mind and can be implemented on a moment's notice.
- Deep end testing. Because deep water poses a threat to campers who are not proficient swimmers, it should be considered a must that campers demonstrate an appropriate level of ability before being allowed to swim in a deep area. It is usual for the swim staff to administer a test designed for this purpose at the beginning of camp. Successful campers should be issued a badge or "tag" which they wear while swimming to indicate that they are qualified for the deep end.

Maintenance

Where facilities are leased from a municipality, it is not unusual to see the municipality remain responsible for maintenance. In other circumstances, however, it will have to be handled by the camp. Experienced swim staff will expect to be assigned much of the day-to-day responsibility. For heavy jobs at the beginning and end of the season, however, separate maintenance personnel are more commonly used.

The specific tasks involved in maintaining the swim area will, of course, vary from site to site. Outdoor pools, however, invariably require acid-washing and possibly painting at the beginning of each season. All pools, further, require chemical treatment, skimming and vacuuming on a regular basis, and with most is necessary at least several times a week to clean the "scum" that tends to appear on the walls just above the water level. At the end of the season, outdoor pools and filter systems must be winterized.

In the waterfront area, less will be required in terms of day-to-day maintenance. It may still, however, be necessary to set up a dock at the beginning of each season and disassemble it at the end. Docks may also require painting or repairs during the season. Finally, in certain areas it may be necessary to dredge the bottom of the swim area once in a while to remove dangerous or simply unwanted debris.

Program

Even before you begin to develop your swim area, some thought should be given to the aims and objectives of your program. Some camps offer only recreational swim, a chance for campers and staff to have fun and cool off on a hot day. This can be supplemented with structured games and water sports to add variety to the swim periods. Also, in keeping with the desire of many parents, a large number of camps offer a learn-to-swim or instructional program.

Certain concerns in the area of program will apply, regardless of whether or not you choose to include instruction. It will be necessary to devise a schedule so that groups know when they are to be in the swim area and can plan their days accordingly. Consideration will also have to be given to campers who, for one reason or another, cannot go in the water on a particular day. Will they be brought to the swim area or diverted to other activities during the swim periods? Also, what about rainy days? For indoor pools, these will not pose a problem; in the case of outdoor programs, however, alternative activities will have to be planned. In many programs, rainy days provide an opportunity to teach water safety theory through the use of films, skits, games and other activities.

Instructional Swim

The decision to provide instruction introduces a range of other concerns. Thought first has to be given to the philosophy that is to form the basis of the program. Some camps choose to operate according to a recognized incentive award program, such as that offered by the Red Cross, Royal Lifesaving Society or the YMCA. In doing this, they effectively adopt the philosophy of the organization sponsoring the program. Other camps use their own incentive awards, or no awards at all to lessen the effects of competition. Should you desire to use one of the recognized programs, it is usually necessary to register and pay certain dues. Also, your instructors may have to be certified under the particular program for pupil evaluations to be considered valid.

Grouping

Campers of the same age, and otherwise compatible in a cabin group, may not swim at the same level; and it is likely that you will have to regroup campers into swim levels to provide effective instruction. In smaller camps, the swimmers can be screened and sorted in the first one or two days without too much difficulty.

In larger camps it will be helpful to do an initial sorting prior to the first day of camp. This can be accomplished by eliciting information about the camper's swim ability from parents on the camp application form or through use of a separate swim questionnaire. With the information supplied by parents, each camper can be tentatively placed and it would only remain for instructors to review their classes on the first day or two to make sure the placements are correct. It is likely that relatively few changes would have to be made, provided the information supplied by the parents is correct.

The following is a sample questionnaire that might be used for this purpose:

Sample Form

Period your child is enrolled: Full _____ July _____ August _____

CAMPER SWIM
QUESTIONNAIRE

Camper's Name: _____ Age _____ Grade _____ SEX
M F

Has your child attended swim classes in the last year (other than camp)? _____

Describe Camper's swim ability (Indicate Red Cross Awards)

Has your child ever received a badge for swim achievement? If so, please describe colour and shape, when and where received.

Any particular fears or concerns re: swimming?

What are your realistic expectations for his/her progress this summer?

Please return this card by June 15th.

Where the camp administration is computerized, it has been suggested that the initial sorting of swim groups is another function that the computer can be programmed to perform.

Record-keeping

It will be helpful for instructors to have forms on which they can record daily or weekly, the progress of their campers. The information recorded on these forms can be used to plan lessons, as well as to discuss the details of a camper's progress with parents on Parents' Night. At the end of the summer, the forms can be filed as a permanent record of the camper's achievement, possibly to be used in grouping the camper for the next summer.

The following is a sample form that might be used for this purpose.

**SAMPLE SWIMMING
EVALUATION FORM**

NAME: _____

LEVELS ACHIEVED: JULY _____

TEACHER:(J) _____

1983

AUG. _____

(A) _____

PRECAMP LEVEL OR SKILLS:

PERIOD: J A F 6WK UNIT _____

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

Evaluation and Report

Whether or not the instructional program employs incentive awards, it is customary for camps to evaluate the campers toward the end of the season and offer some report to parents. The form and content of reports used varies from camp to camp. Such information, however, is generally desired by parents and can help them in placing their child in swim lessons during the off-season.

Just as a note of caution, it can be devastating to your camp's public relations if the information supplied in these reports is inaccurate. Parents, quite justifiably, will expect the camp to be right up-to-date on their child's ability, and it can destroy a child's self-esteem to receive a report that says he is two levels below where he really is. Instructors should, therefore, be careful in preparing their reports to avoid errors.

CANOEING

Advantages

- Healthful recreational activity
- Easy to learn and instruct
- Develops basic boating safety knowledge
- Inexpensive
- Quiet; non-polluting; excellent for fishing
- Part of Canadian heritage
- Safe.

Equipment Required

Canoes

- Type of canoe selected depends on use and personal preference. See Sample Selection Form.

Paddles

- Lightweight softwood recommended
- Medium to wide beavertail blade
- Foot to nose in length (have a variety to suit the needs of all campers)
- Grain straight
- Wood of constant colour
- Varnished -- not painted
- Laminated paddles are not recommended.

Approved Life Jackets

- One per person
- Recommend that each person wear their lifejacket.

Care of Equipment

Canoes

- Climb into a canoe when it is in water, not on land
- Kneel in a canoe
- Empty any water from canoe before storing it
- Clean out sand frequently
- Check and repair canoes regularly
- Store canoes inverted, off the ground on racks, preferably in the shade.

Paddles

- Store off the ground, hanging from racks
- Varnish once a year
- Do not misuse for shovels, poles or weapons for water fights.

**Program of
Instruction
Should Include**

- Swimming prerequisites
- Safety knowledge
- General canoe knowledge -- care, parts, positions, canoeing discipline, models, load limitations, repairs, portaging, salvage and rescue
- Practical canoeing ability and experience - entry and exists, departing and docking, positions, rough water, paddling tandem, paddling alone, paddling in wind, racing, distance paddling, portaging
- Style in paddling
- Practical construction of storage racks
- Teaching methods and ability
- Written and practical tests
- Standards established with awards and privileges.

**Principles of
Canoeing Safety**

- One life jacket must be provided for each occupant in each canoe. Campers and counsellors should always wear life jackets.
- Keep centre of gravity low. This means kneel on bottom, don't stand, no horseplay, single paddler sits in bow facing stern.
- Use common sense. Don't overload. Don't go out in rough weather. Don't wear heavy shoes or boots. Don't shoot rapids.
- Hang on if canoe overturns.
- Overexposure to sun is always a danger.
- Staff should be able to perform canoe rescues.
- Staff should be able to perform mouth-to-mouth resuscitation in a canoeing situation.
- Camp must have established emergency procedures for their canoeing area which are practiced on a regular basis.

**SELECTION OF
CANOES SCHEDULE**

	Buoyancy if Overturned	Weight	Durability	Maintenance	Manoeuverability	Noise and Appearance	Comments
Aluminum	Satisfactory Air Chambers Provided	Extremely Lightweight	Excellent	None-But Any Holes Which May Appear are Very Difficult to Repair	Usually Very Easy but Very Difficult in Wind	Tend to be Noisy and Hot	Can Stand Up to Really Hard Abuse
Wood	Good	Very Good	Good	Yearly Sanding and Varnishing	Satisfactory	Satisfactory	Popular for All- Purpose Use at Cottages and Lodges
Fiberglas	Satisfactory Air Chambers Provided	Lightweight	Excellent	Special Kits Available for Repair	Good	Good	Popular Where Canoes are to Receive a Great Deal of Hard Use
Canvas 16 Foot Cruiser	Good	Heavy 60 - 80 lbs.	Satisfactory, Easily Damaged on Rocks	Easy to Repair Occasional Sanding, Painting and Varnishing	Good	Excellent	Most Popular for Camping and Canoe Trips
Canvas 12-14 Foot	Good	Moderately Heavy 45- 65 lbs.	Satisfactory, Easily Damaged on Rocks	Easy to Repair Occasional Sanding, Painting and Varnishing	Excellent	Excellent	Popular for Small Bodies of Water; Short Trips; Passengers & Smaller Children

SPECIAL PROGRAMS

RAINY DAYS

Well prepared counsellors can help their campers turn a rainy day into a satisfying and enjoyable experience. We have to keep in mind that being cooped up all day can really build pressures so that we have to devise some constructive outlets to burn up excess energy.

The wise counsellor or program specialist, always keeps the threat of rain in mind and directs campers toward outdoor activities to take advantage of fair weather, saving certain activities that could be handled indoors for that inevitable rainy day.

During pre-camp, the counsellor should plan and write out suitable rainy day programs. A Rainy Day Box could be prepared, full of materials to help keep the campers happy and to support the planned activities. Keep the rainy day program close at hand along with your box of tricks.

Remember that some children fear electrical storms and they will need reassurance. When travelling from place to place during or after a storm, be especially aware of slippery places, faster flowing streams and swollen rivers.

There is no reason why Regular camp program cannot be carried on in light rain and non-electrical storms. Of course, the counsellor should keep a constant check to make sure that the campers aren't wet. Rain may eventually force you indoors.

If program must be indoors, know ahead of time what shelters are available to you. Check with senior staff and specialty staff for changes in programs or activities.

Useful Materials

adhesive tape	corks
almanac	crayons
balloons	crepe paper
story books	drinking straws
paint (including water colour)	foil (aluminum & coloured)
brushes	popsicle sticks
buttons	needles & thread
wax	rolls of newsprint (sketching)
cardboard, miscellaneous	newspaper (paper mache)
cellophane tape	paper plates
chalk	pencils
old clothes (for costumes)	sandpaper
coat hangers	shellac
coloured paper	soap
pine cones	scraps of wood
scissors	

Activities

- | | |
|---|---|
| - charades | - craft projects which can be completed in that one day |
| - stunts for next camp fire | - write camp poetry |
| - story time | - invent indoor games then play them |
| - square dance or folk dancing | - wood craft - show campers how to find dry fire wood |
| - plan future canoe trips, overnights or nature hikes | - trench around tents |
| - theory lessons on sailing, canoeing, etc. | - building waterproof shelters |
| - teach artificial respiration, water safety | - scavenger hunts |
| - compose a newspaper to read | - sing-song |
| - plan a special banquet | - dress up one of the meal times that day - special program |
| - puzzle or riddle games | - set up a miniature carnival |
| - carry out camp crafts | - indoor track meet |
| - paint murals | - relay games |
| - Simon Says | - tug of war |
| - I Spy | - Indian wrestling |

- blindfold - try to identify common sounds and objects
- checkers, chess, pick-up sticks, dominoes, jacks
- rehearse a play
- plan evening campfire making it an extravaganza
- give out lost and found articles
- observation games
- orienteering
- have a fashion show
- make flags
- bird feeders
- riddles
- puppet show
- decorate garbage bag as raincoat
- gong show
- trivia game
- tell legends
- paper bag skits
- playdough to make and use
- Earth, Fire, Water, Air
- Pat & Mike - pillow swing
- tumbling, pyramid building
- kite making
- creative drama
- mock trial
- paper & pencil games
- Mad Hatter tea party
- make archery targets of animals
- mobiles
- shadow skit
- make camping equipment - buddy burners
- design and fly paper airplanes
- use tapes and tape recorder - music, radio
- make a junk band
- counting games
- twenty questions
- Rock, Scissors, Paper
- finger plays
- homonyms

SPECIAL DAYS

Special days provide an exciting, fun filled break in routine for campers and staff alike. These programs, which may last between one hour to the whole day or even continue for a week, can create camp spirit, bolster camp morale and provide memorable experiences for all participants.

Special events require careful planning and organization. Depending on the size of your camp, you may plan events for the whole camp, or for smaller groups. The program could be planned by the director, program director, a committee of counsellors or Counsellors -In-Training (CIT) with some guidance. When staff are involved in the planning, one can expect greater enthusiasm and support from them.

Before the program, you may want to promote the big event by presenting skits, songs and clues about the day. This builds suspense and camper excitement. Before running the program, communicate to the staff what is expected of them. (Are they to be in costume? Are they to lead any activities?) Support and enthusiasm from them will help make the day a success. Make sure that all required equipment is prepared ahead of time. Make sure everyone knows the timetable of events and location of events. Campers should know what their role is — do they wear costumes, are they in a different group this day, who is their leader this day, must they participate, will they miss any scheduled activities, if so will those periods be "made-up" at a later time?

On the day of program, staff must be enthusiastic, encourage the campers to participate, participate themselves if appropriate and remember that the program is for the campers.

After the special program has been held, remember to conduct an evaluation. Where the participants happy? Where the objectives for the day met? Where the activities explained well? Where they enjoyable? Were they safe? What improvements could be made for the next special day?

The following is a list of possible ideas and themes for special days or events:

- | | |
|--------------------------|-----------------------|
| Pirate Day | Backwards Day |
| Wizard of Oz | Treasure Hunt |
| Sadie Hawkins Day | Mother Goose Festival |
| Dinosaur Day | Box Lunch Special |
| Olympics | Hat Day |
| Pioneers | Indian Lore Day |
| Gold Rush - Klondike Day | International Day |

Holiday Day, e.g. Valentine,
St. Patrick's, Halloween
Teddy Bear Picnic
Robinson Crusoe
Sesame Street Day
African Safari

Paul Bunyan Day
Secret Friends
New Games Festival
Smurfs
Fairy Tales

CAMP WIDE MEETINGS (A Case Study)

Each morning after the buses arrive, our whole camp meets for about twenty minutes. Several things are accomplished during these meetings; attendance is taken, money is collected, announcements are made, forms are collected or distributed and campers meet with the counsellor.

We foster the development of camp spirit and togetherness. The weather report for the day is given through song or poetry. A camp trivia question is posed. Sometimes we give a joke of the day, or word of the day. Special days are started with a special opening. Campers with birthdays are recognized, given a balloon and sung to. Special events at activity areas are announced. A lively action song is sung. Dancercise has even started some days. The general tone for the day is set, everyone leaves ready for the exciting day ahead.

Each afternoon thirty minutes before bus departure, we meet again. Each group has the opportunity to contribute at this time. Groups often teach a new song, lead known songs, do skits or give challenges to other groups. Upcoming special events are promoted through songs and skits. Announcements regarding the day's events are made. Lost and found is distributed. A quiet song to end the meeting is traditional. Campers are dismissed to the buses at the end of this gathering.

PICNICS (A Case Study)

We invite the parents of our four and five year olds to come for lunch one day during the camp period. Our youngest campers do not stay for after camp programs and we want their parents to have the opportunity of visiting the camp.

Counsellors help their campers make an invitation to the parents. These are sent home a few days in advance. Parents arrive, with their own lunch at 11:30 a.m. Campers greet them and lead them to their campsite. After introductions and lunch, a short camp tour is conducted. The campers have often prepared a special event for the parents to see. Swimming is usually next on the program, so that parents can see their camper's progress and leave quietly while the camper is in the program.

Counsellors and parents indicate to their campers that the visit is short and campers return home, as usual, on the bus at the end of the day.

OVERDAYS (A Case Study)

An overday is an after four camp program, usually extending until 8 or 9 o'clock. We offer the overday to campers who are six and seven years old. The overday is a preparation for overnights, which occur when the campers are older than eight.

A notice is sent home to parents beforehand, to outline the program, given an indication of cost (we charge for their dinner) and the time which parents should pick the campers up. The parent sends by the permission for with the money if their child chooses to participate.

On the day of the overday, the participating campers stay after the buses leave and have a recreational swim. Then the campers, under counsellor supervision, prepare a cookout supper, which is usually a one pot meal. After dinner, the campers make final preparations for their skit or song which is part of the parent's night. Parents arrive, camper groups present their program and then the overday children go home with their parents.

OVERNIGHTS (A Case Study)

Overnights are often the highlight of a camper's experience. The children stay at camp, sleep in tents and cook their meals outdoors. The campers have the opportunity to live and work together cooperatively.

The mechanics of conducting overnights vary from camp to camp.

Our campers are eligible to stay overnight when they are eight years old. It

is an optional program for which there is a nominal surcharge to cover the cost of the meals. Campers may stay for one or two nights. The second night corresponds with our parent's night.

A form is sent home in advance, which includes an equipment and clothing list and the cost of the experience. Participating campers bring their equipment on the bus the day of the overnight. During the day they get settled into their campsite, collect wood for their fire and perhaps do a campcraft project.

After the buses are gone, the campers participate in a recreational swim. Supper is prepared, under counsellor supervision. Often campers are given specific responsibilities during meals such as cooking, fire building and clean-up. These duties are shared and rotated so that everyone has the opportunity to do all jobs.

When dinner is over, the campers from all groups meet together for a special evening activity. A sing-song, campfire and snack follow. Then the campers prepare for bed. Counsellors remain in the same campsite, so that any problems such as homesickness or fears can be dealt with properly.

PARENTAL VISITS

Encouraging parents to visit your camp is a philosophical decision. A positive approach for parental visits allows for several things to occur:

- parents seeing your site
- counsellors and other staff exchanging information about campers with the parent(s)
- parent(s) having an opportunity to see some of the camp's program
- the children sharing the enjoyment of camp with their parent(s).

Parental visits foster positive communication and strengthen your camp.

ARCHIVES

Archives are to groups, as memories are to the individual. Knowledge of the past enlightens our understanding of the present and, as a flashlight, discovers paths to the future. Camps are encouraged to spend time to establish their own archives and to use these memories of the past when celebrating re-unions and significant camp anniversaries. Pictures and stories of the past always intrigue the campers and staff.

In 1967, the Ontario Camping Association established an Archives Committee. The responsibility of that committee is, in part "to collect and preserve information about camps in the form of documents, tapes, movies, photographs and other media". Membership camps should submit material in the form of brochures, photos of personnel, facilities, program activities, equipment and special events, newspaper clippings, camper and staff forms, staff manuals, trip records and logs, menus, camp newspapers, old song books, financial and registration records, films, slides, tapes, lists of awards, programs of drama productions.

Material of the present is important because the records of today become the archives of tomorrow.

All material submitted to the Archives Committee of the Ontario Camping Association will be stored at the Bata Library, Trent University, Peterborough, Ontario.

Retain all materials that may be valuable to the Archives Committee and send that material to the:

Chairman, Archives Committee,
Ontario Camping Association,
1806 Avenue Road,
Suite 2,
Toronto, Ontario
M5M 3Z1.

**FURTHER
READING**

Available from: Canadian Camping Association
Suite 2, 1806 Avenue Road, Toronto, Ontario, M5M 3Z1
Telephone: (416) 781-4717

**Cookery for Kids,
Kamp n' Kicks**

Helen E. Stewart

An anthology of recipes used extensively at Camp Wahcahmie in Ontario. Tremendous results can be obtained by multiplying these recipes for 6 to 8 servings by the required number. Aside from delicious ideas for main courses, desserts, snacks, there is a section on outdoor cookery and two weeks of sample menus.

Helen E. Stewart, 81 p., 1969.

Cookout Manual

Sue Whitney

Developed especially for Day Camp Cookouts, this manual provides some new and exciting ideas for both small and large cookouts. The recipes have been divided into six major groups according to Canada's Food Guide. There are 35 tested recipes.

Borough of Etobicoke, Parks and Recreation, 24 p., 1979.

**(The) Book of
Arts and Crafts**

Marguerite Ickis and Reba S. Esh

This is an almost inexhaustible collection of arts and crafts which can be made in a matter of minutes. There are instructions on techniques and preparation of materials. A functional index places the projects in the category where they can best be used: camps, playgrounds, schools, churches, or individuals. Clearly illustrated.

Dover Publications, Inc., 276 p., 1974.

**(The) Complete
How to Book of
Indian Crafts**

W. Ben Hunt

A readable and easy-to-follow text with hand-drawn diagrams shows how to use actual techniques and designs developed and perfected by the Indians. No special tools or even prior skills are required. In addition, Ben Hunt provides a remarkably interesting source of information about the first Americans; their highly developed artistry and design; their beliefs and traditions.

Collier MacMillan, 187 p., 1973.

**(The) Indian
How Book**

Arthur C. Parker (Gawaso Wanneh)

How Indians made canoes, tipis, traps, arrowheads, pottery; Indian dances, songs, rituals; hunting, cooking, taming animals, more. Elementary level; sound anthropologically.

Dover Publications, Ind., 335 p., 1975.

Nature Crafts

Ellsworth Jaeger

With only a few fundamental tools such as a pocket knife, axe, saw and scissors and supplies from fields, woods or vacant lots, the crafts discussed in this book can be made with a minimum of direction. There are detailed drawings showing each step and each project will suggest others to those with creative minds.

Hardcover, Collier MacMillan, 128 p., 1973.

Camp Program Ideas

A collection of favourite special events from coast to coast: special days, evening programs, competitive events, inspirational events, meal themes, rainy day activities and miscellaneous events. The author's permission to reproduce this material has allowed the CCA/ACC to distribute this book at a new and lower price.

Recreation Department, San Diego State University, 90 p., 1977.

Campfire Programs with Jack Pearse

Jack Pearse

A comprehensive campfire treasury which includes not only specific program activities, but also deals with the theory and philosophy behind campfire program, detailed suggestions for successful song leading and games leadership, and a checklist for planning. From his long experience, the author deals with campfires from the lighting the fire until the closing moments. He includes storytelling, skits, stunts, games, relays, and songs. There are, in addition, five sample campfire programs and an extensive bibliography of references.

Camp Tawingo Publications, 203 p., 1980.

Clouds on the Clothesline (And 200 Other Great Games)

Jack Pearse, Jane McCutcheon, Barrie Laughton

A veritable anthology of games -- new ones, old ones, original ones -- all perfected by use at Camp Tawingo. Chapter One includes a discussion of the art of games leadership. Succeeding chapters include many special types of games, and the chapter on Specialty Games includes two unusual categories of games not generally found in other games books, nature and campcraft. The description of each game includes the number of people, age group, formation, necessary equipment and instructions for the leader. Types of games are: active relays, active games, semi-active relays and games, mixers, musical games, quizzes, and quiet games.

Camp Tawingo Publications, 226 p., 1981.

Conservation Activities (Camp Allsaw)

Johanna Koeslag, B.Sc.

A manual of conservation activities as developed at Camp Allsaw, in Ontario. Campers and staff work together to apply the principles of recycling and organic gardening into producing delicious and nutritious crops for the enjoyment of the entire camp. A complete description of the procedures from composting through to harvesting is included, as well as a chapter on beekeeping and honey extraction.

Camp Allsaw, 40 p., 1977.

Cow's Tails and Cobras

Karl Rohnke

This guide to rope courses, initiative games and other adventure activities deals with the perspective of: increasing the participant's personal confidence, increasing mutual support within a group, increasing the level of agility and coordination and increasing his familiarity with clear, precise instructions.

Project Adventure, 156 p., 1977.

Day Camp Program Book

Virginia W. Musselman

Revised edition of original activity manual for day camp counsellors. Four basic sections include: basics for counsellors, environmental activities, related program activities and composite program. Chapters also include camp emergencies, bus program, council ring programs, trips, weather, and sports and fitness.

New Century, 335 p., 1980.

**Goodtimes Around
the Campfire**

LaRue A. Thurston

This condensation of The Complete Book of Campfire Programs includes games, stunts, magic, singing ceremonies, special programs -- all kinds of fun for camping get-togethers.

Association Press, 128 p., 1967.

**Legacy to A
Camper**

Jocelyn Palm

This book includes a variety of program ideas for Special Days, Evening Program, Indian Council Ring, Quiet Times, Campfires and Thanks. More than the history of Mary S. Edgar and Glen Bernard Camp, Legacy to a Camper includes selections of Mary S. Edgar's poetry and prose which will be useful for all Camps, Guides and Youth Groups.

Canadian Camping Association, 133 p., 1982.

**Outdoor Education
Equipment**

Russel E. Bachert, Jr. and Emerson L. Snooks

Here in one book are over 100 ideas for the construction and use of self-made equipment. Each piece of equipment is illustrated with a detailed line drawing and is accompanied with an explanation that includes its purpose, materials needed, procedure for building and some direction for its use. Educators, naturalists, students, ecologists and young scientists will find in this book a wealth of ideas for further study of the environment.

Interstate Printers & Publishers, 204 p., 1974.

**Raindrops Keep
Falling on My Tent**

Joy MacKay

A revision of an old favourite, this rainy day book is packed with hundreds of great ideas of what to do in camp when it pours. Workable and interesting program possibilities which come from Joy MacKay's experience as a camp director, camp consultant, and college professor. Suggestions include rainy day programming for individuals, cabin groups, and all-camp activities. Rain can be beautiful, even at camp with Joy MacKay's suggestions and your own ingenuity.

American Camping Association, 20 p., 1981.

**Spotlight on
Drama**

Barbara Winslow

A revised and updated version of the earlier Spotlight. The book includes a complete description of the elements of a camp drama program: why, the principles for success, the administration of a program, sources for drama counsellors, suggestions for facilities and equipment, and budget and costs. A section on camper development growing out of participation in such a program, and an updated bibliography. Delightfully and interestingly written.

American Camping Association, 22 p., 1979.

**Tips and Tricks
in Outdoor
Education**

Malcolm D. Swan

Compiled from ideas, notes, mimeographed materials, lesson plans, and guides by members of the Department of Outdoor Education at Northern Illinois University's Lorado Taft Field Campus, this resource is a most valuable aid to every outdoor education program.

Interstate Printers and Publishers, 184 p., 1978.

**Woodsmoke and
Campfire**

Ernest F. Schmidt

A definitive description of campfires: kinds, the site, laying the fire, types of fires, program and presentation. An excellent resource for campfire programming.

American Camping Association, 1980.

**Thirty Indian
Legends of Canada**

Margaret Bemister first drew this collection together from original sources over 60 years ago and it is now back in print in a reset and handsomely, illustrated edition. This is a moving introduction to the heritage of Canada's native peoples, Ojibway and Iroquois, Cree and Okanagan showing their sense of identity with the land and its natural wonders.

Douglas & McIntyre, 151 p., 1973.

**Winds from the
Wilderness**

Carol Birmingham, editor

This collection of favourite quotes by well-known authors is suitable for quiet times at camp or on the trail. Topics such as Leadership, Wilderness, Mountains, Adventure, Self-Discovery, Play, Friendship, Dignity, Solitude, Happiness and many more are included in this illustrated anthology.

Canadian Outward Bound Wilderness School, 111 p., 1982.

**Come on ...
Let's Sing**

The very popular book of songs is produced by the Camping Association of Nova Scotia. This collection of favourite camp songs is one of our best sellers! Words for over 600 songs are included.

Camping Association of Nova Scotia, 185 p., 1982.

Sing!

Edited by the ACA Publications Committee. This completely new edition replaces "Let's All Sing". There are fast songs, campfire songs, rounds and inspirational songs.

Word Around Songs, 95 p., revised 1978.

**Sing One More
Time with Jack
Pearse**

Jack Pearse

The section collection of songs by a master song leader. Fifty-three more songs (not contained in Sing with Jack Pearse) with both music and lyrics (hand printed) to add to your collection. Illustrated with Roly Raccoon. Space to record chords and variations. Add this one to your collection!

Camp Tawingo Publications, 85 p., 1981.

**Sing with Jack
Pearse**

Jack Pearse

An incomparable collection of songs gathered by a master song leader. Delightfully illustrated with Celia, the crow, each song is complete with words and music — and actions, where they apply. Each page of songs has space to record chords and variations as desired. Some old favourites and some new ones to spark your music program at camp .. or wherever groups sing together. Hand-printed lyrics and notes.

Camp Tawingo Publications, 37 p., 1980.

**Singing Fun and
Games**

Jack Pearse, Jane McCutcheon, John Jorgenson, Tom Knowlton.

A delightful program resource book which combines the joy of singing, the fun and involvement of games and relays, and the creativity of skits and stories. More games fill its pages: active games and relays, specialty games (waterfront, nature, campcraft), and quiet games. Over 60 songs are featured, songs with choruses and verses that fit into every kind of setting. Chock full of variety from front to back, Singing Fun ... And Games continues the great Tawingo tradition of well-written, enchantingly illustrated program material from a camp setting. There is an index of games and song titles, and a list of songs by the first line —providing easy access to the material. Spiralbound.

Camp Tawingo Publications, 189 p., 1983.

**Acclimatization:
A Sensory and
Conceptual
Approach to
Ecological
Involvement**

Steve Van Matre

First came identification, then collection, followed by experimentation, leading to exploration and observation. Acclimatization is sharing, sensing, awakening, understanding ... a beginning -- not an end.

American Camping Association, 138 p., 1972.

**Acclimatizing: A
Personal and
Reflective
Approach to
a Natural
Relationship**

Steve Van Matre

Following his popular book, *Acclimatization*, this well known author has outlined a much larger program -- special walks and talks, trips and trails, and a whole series of exercises designed to aid either the camper or a group in expanding their understanding of their own natural relationship and involvement with the world.

American Camping Association, 225 p., 1974.

**Adventures with
a Hand Lens**

Richard Headstrom

With an ordinary magnifying glass and this book as your guide, 50 adventures in close observation await you. These entertaining nature studies take you on field trips in and around your home, calling attention to interesting features of dozens of familiar or overlooked plants, insects and other animals, and common materials.

Dover Publications, Inc., 220 p., 1976.

**(A) Book of
Nature Activities**

John F. Gardner

This book has been prepared for the purpose of providing worthwhile experiences in the field of nature activities for boys and girls of elementary school age. They should be able to read it, with perhaps a little help, and do the activities that are suggested.

Interstate Printers, 37 p., 1967.

**Eco-Sketch: Ideas
for Environmental
Education**

Russel E. Bachert, Jr., Sandie L. Bateman, Joanne L. Hanward, Heather J. Hastings

The idea-filled pages of this book are directed to leaders working with young people and adults in the out-of-doors. *Eco-Sketch* is designed to job your mind and in turn stimulate development of a dynamic and challenging outdoor program. A great reference for schools, camps, nature centres, churches, recreation departments, and environmental educational centres.

American Camping Association, 130 p., 1976.

**How to Read the
Night Sky**

W.L. Kals

Written as a new and easy way to know the stars, planets and constellations, this well-illustrated guide explains, step-by-step, how to know what heavenly bodies are visible at what times, how and where to find them, and how to identify them. A very simple, clear book on identifying the night sky with the naked eye.

Hardcover, Doubleday, 155 p., 1974.

**Practical Weather
Forecasting**

Frank Mitchell-Christie

As a former Royal Navy meteorological officer, the author's experience extends from Arctic waters to the China seas. He demonstrates clearly and simply how it is possible to relate the evidence around and above us to the factors which affect weather. Technical terms are explained; details include the effect of wind and clouds, how air masses determine weather, air flow, weather on land and sea, and making your own weather charts. A good, basic manual for anyone who wishes to understand and predict weather, the book also provides a valuable resource for anyone using weather prediction as a program activity.

Musson Book Company, 96 p., 1978.

What on Earth

R.O. Bale

Tracing man's progress from his need of the earth for existence through his use of it for recreation, this book provides a storehouse of inexpensive projects designed to help campers better understand their environment.

**Sharing Nature
With Children**

Joseph B. Cornell

A nature awareness guidebook for educators, parents, or anyone working with children in the outdoors; included are suggestions on how to be a good nature guide and how to choose the right game for the time and place. The activities detailed in this book are wholesome, uncompetitive, imaginative games which help the child actually experience what is like to be part of the natural world.

Ananda Publications, 142 p., 1979.

Sunship Earth

Steve Van Matre

The author's third major work in the area of environmental education -- his first book, *Acclimatization*, came in 1972 and the second, *Acclimatizing*, in 1974. *Sunship Earth* unites the concepts of the first and the relationships experienced in the second into a special program to provide deep understanding of how all the passengers on *Sunship Earth* can live in harmony. It is a hard-hitting, carefully thought-out approach, one of the most comprehensive environmental education programs ever developed.

American Camping Association, 265 p., 1979.

**You and
Conservation -
A Checklist for
Camp Counsellors**

This pamphlet is intended to help the counsellor and his campers be aware of attitudes and simple practices which may add up to good camping and good conservation. It was developed by the American Camping Association's Conservation in Camping projects and financed by Lilly Endowment.

American Camping Association, 12 p., 1971.

**(The) Cooperative
Sports and Games
Book**

Terry Orlick

Players of every size, shape, age and ability will delight in this lively collection of over one hundred new games based on the idea of cooperation, not competition. Included as well are examples of cooperative games played round the world; games designed specifically for special education classes; and ideas for creating an endless variety of cooperative games on one's own. Wonderfully versatile, these games can be played indoors or out, in classrooms, on playgrounds, in swimming pools or in gymnasiums. There are not complicated rules, no equipment more elaborate than a ball, mat or net.

Random House of Canada Limited, 129 p., 1976.

**(The) Handbook
of Recreational
Games**

Neva L. Boyd

Eighteen categories of games -- pursuit and escape, hopping and jumping, throwing and catching, bouncing ball, throwing at a mark, intellectual, etc. Rules for common and uncommon games that are played by children everywhere.

Dover Publications, Inc., 128 p., 1973.

**More Creative
Growth Games**

Eugene Raudsepp

Eugene Raudsepp in the sequel to Creative Growth Games combines provocative fun with daring instruction. This entire new set of 75 games and exercises help one discover his/her creative capacities and problem solving abilities. There are visual exercises to expand persistence, concentration and originality; fantasy games to free the images stifled in the unconscious and elaborate mind teasers to unleash new ways of thinking.

Putnam Publishing Group, 201 p., 1980.

**More New Games
and Playful Ideas
from The New
Games Foundation**

Edited by Andrew Fluegelman

More New Games picks up where the best selling New Games left off, with rules for 60 new games, new approaches to participation and winning, essays on games creation and adaptation, a capsule version of New Games training and an expanded and updated resource guide to publications, organization and equipment.

Doubleday, 190 p., 1981.

**(The) New Games
Book**

Andrew Fluegelman, Editor

"Play hard, play fair, nobody hurt" is the motto of New Games. This is a collection of games old and new and borrowed from traditional favourites -- with a new approach. Delightfully written and illustrated with charming pictures, the games are explained in specific and easily followed instructions.

Doubleday, 193 p., 1977.

**(The) Section
Cooperative Sports
and Games Book**

Terry Orlick

The second volume of the Cooperative Sports and Games Book is "twice as big and twice as much fun". In it, Orlick introduces an entirely new round of over 200 active games for indoors and out, and for players of all ages, sizes and abilities. There are both original games and new ways to recycle such traditionally competitive sports as dodge ball or field hockey into fun-for-all challenges. There are: special pointers on teaching cooperative skills to teenagers and adults, a chapter on games to play with toddlers, ideas for making your own playground equipment.

Random House of Canada, Limited, 267 p., 1982.

**Your Way With
Map and Compass**

John Disley

A popular instructor's edition which instructs students on the use of map and compass in a simple and interesting way. Provides instruction on the fundamentals of map reading and compass use, using the map and compass together, and more advanced orienteering techniques. Contains many games and activities to supplement the lessons.

Silva Ltd., 61 p.

**Woodsmanship
Leaders' Guide**

Professor Kirk A. Wipper

An outgrowth of the CCA/ACC National Woodsmanship Leaders' Schools, this 8½ x 11, three hole punched manual contains a wealth of outdoor educational and recreational information. Three major components have been included: an exploration of the land ethic; a compendium of ideas on the theme of leadership; and finally, a set of practical materials on land pursuits. As well as providing up-to-date treatment of camping, hiking, back-packing and navigational skills for camp leaders, it presents the Woodman's Code a list of thirty-three points anyone using the wilderness should obey in order to make a minimum impact there. This publication was made possible by a contribution from Fitness and Amateur Sport, Government of Canada.

CCA/ACC, 155 p., 1979.

**(The) Campcraft
Book**

Catherine T. Hammett

A revised and updated version of the original Your Own Book of Campcraft, first published in 1950. Prepared as a guide to teenage girls and boys for their first camping experience, the book has been widely used as a background book for ACA's Outdoor Living Skills course. A handy, authoritative source on campcraft skills, the book will be of practical value to anyone, young or old, who wants to go camping for the first time.

American Camping Association, 160 p., 1980.

**Music Activities
for the Retarded
Child**

D. Ginglend and W. Stiles

Welch, PB

**(The) Camping
Book**

Boy Scouts of Canada, 1980

**(The) Canadian
Scout Handbook**

Cloth or Paper, 1973

**Lightweight
Camping**

Michael Hatton

Humber College Press, paperback 1981

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